Lesson plans

English

Level 2

Term 3

Lesson plans

English

Level 2

Term 3

Level 2 Term 3 Week 1	**Lesson Plan**

Communication	**Reading**	**Writing**	**Assessment**
• Hard and soft sound of "g" • Dialogue exchange (introducing and greeting)	• Text "The selfish giant" Moving on	• Starting points The giant's garden • Sentence writing	None

Level 2 **Term 3** **Week 1** **Day 1**	**Lesson Plan**

Objective: The learners will be able to

- Listen and understand the story
- Understand meaning of hard words

Function: Understanding the beginning, middle and ending of the story.

Activity: Reading and listening

Material: Essential English page 36

Introduction: Talk about the fairies witches and giant. Let the learners say the sentences about giant.

Essential English: page 36 (pair reading)
Distribute the books and explain the procedure.

First listening: Teacher will read and Students will listen

2nd listening: Pairs will read and Students will underline the difficult words.
During their reading teacher will write the meanings of the hard words on the board.

Explanation: Teacher will tell the summary of story and discuss questions of 'Moving on' with the Students.

Feed back: Ask them to read the story silently.

Level 2
Term 3
Week 1
Day 2

Lesson Plan

Objective: The learners will be able to
- Understand the story and can fill the blanks
- Give the answers according to the key.

Function:
- Finding out blanks
- Seeing the picture and giving the answer

Activity: Written work

Warm up Q/A: Discuss about the previous lesson and ask questions.

Written work: Teacher will write blanks on the board and Students will copy.

Task 2: Teacher will discuss the task 2with Students orally in the class.

Follow up: Students will do the task 2 on homework notebook.

Level: 2 **Term: 3** **Week: 1** **Day:** 3	**Lesson Plan**	**Communication**

1. **Objectives:** The learners will be able to:
   - Compare and recognize the hard and soft **g** sound.
2. **Function:** Practising the two different sounds of letter- g
3. **Activity:** Phonics Tasks
4. **Material:** Worksheet, (**hard and soft g**), a chart

5. **Procedure:**

a. Write on the board and explain that the letter **g** has two different sounds.

Sometimes **g** sounds like	Sometimes **g** sounds like
goat	**giraffe**

- Ask from the student and add more words into the lists on the board. Help them by adding the following:

  - **rag, stag, anger, sing, hanger**
  - **age, rage, stage, cage, engine, gem**

b. Drill for practice.

Write the following lines on chart and display it on the board. Write the sound of the words in bright colours. (Prepare the chart before the class begins)

- g - sound for giraffe

George the **giant** is in a **rage.**
He has lost his **gem**.
The **giraffe** is in a **cage**.
The **giraffe** has the **gem.**

- g - sound for goat

And here, **Gram**, **Greta** and **Gregory Grot**.
They all set to **go** for pony **game**.
Clip, clop, clip,
Trip, Trop, Trip,
Grip, Grop, Grip,
Here they **go**, they went and **gone**.

c. Choral drill

Give a drill on each line.
Spend some time on the **giraffe** sound and then move to the **goat** sound.

d. Work sheet

Follow the procedure as given in the worksheet.

6. **Follow up:**

"Write five words which rhyme with **goat** and write five words which rhyme with **giraffe**".

Free writing --------------- (5 Mins.)

Level: 2 **Term:** 3 **Week:** 1 **Day:** 4	**Lesson Plan**	**Communication**

1. **Objectives:** The learners will be able to:
   - introduce each other
   - greet each other
2. **Function:** Introducing and greeting
3. **Activity:** Dialogue exchange
4. **Material:** None

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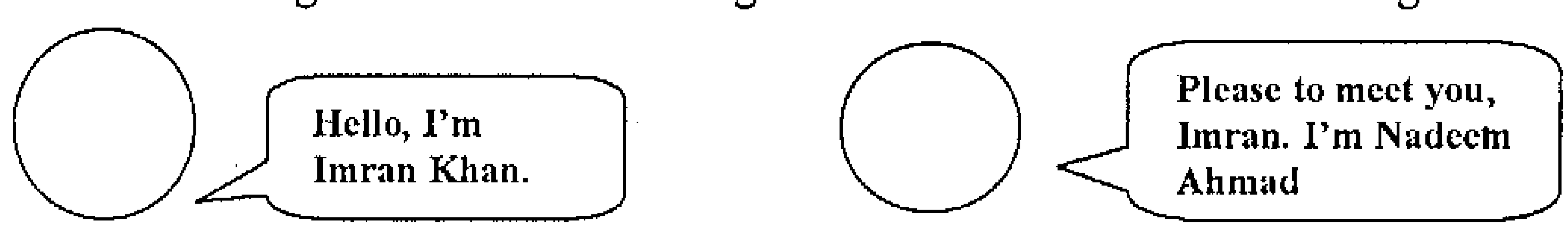
5. Procedure:

a . Presentation.

- Ask your learners what we do when we meet each other. (In Urdu, mother tongue and English)
- Ask when we meet someone for the first time then what we say.

b. Practice

- Draw two figures on the board and give names to them. Write the dialogue.



Imran Khan **Nadeem Ahmad.**

- Stand in front of each picture one by one and say the dialogue aloud for each figure.
- The class first listens then repeats after you (Many times).
- Then divide the class into two sections or groups. One repeats Imran's lines and second repeats Nadeem's lines after you (Many times)
- Then exchange the dialogue between the groups.

c. Role play.

- First call two sharp students and ask them to say the dialogues before the class using their own names.
- For the role-play, involve other students of your class.

Note: Remember to use contraction and intonation, stress on the main words in the dialogues.

Level: 2 **Term:** 3 **Week:** 1 **Day:** 5	**Lesson Plan**	**Writing**

1. **Objectives:** The learners will be able to:
   - organize words in a form of a sentence.
   - develop the structure of a sentence
2. **Function:** Understanding the structure of a sentence.
3. **Activity:** Sentence writing from the substitution Table
4. **Material:** Worksheet (**Make you own sentences)**

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5. **Procedure:**

a. Explain the difference between **noun**, **verb** and **helping verb** on the board by an example sentence.

Shakeel **will** **come.**

- Mix up the words in wrong order and explain the concept of subjects and verb.
- Give more examples on the board.

come **will** **Shakeel**

b. **Worksheet.**

Follow the given procedure on the Worksheet.

c. **Class work.**
Ask them to copy the sentences in their C/Work copies.

c. **Follow up:** Task C

Level 2
Term 3
Week 2

Lesson Plan

Communication	Reading	Writing	Assessment
• Blends "bl , cl , pl" • Talking about time table	None	• Writing in sentences. • Study skill	Yes

Level: 2 **Term: 3** **Week: 2** **Day: 1**	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:

- Recognize consonant blends.

2. Function: Practising the consonant blends **bl, cl, pl,**

3. Activity: Reading Aloud, colouring.

4. Material: Work sheet No.1 (**Reading Aloud**), Worksheet No. 2 (**blends bl, cl, pl,**)

5. Procedure:

a. Write the consonant blends with examples on the board and explain what blend means

(The two consonants together blend to make one sound)

bl	:	black , block
cl	:	clock , cloud
pl	:	plate , play

b. Work sheet No.1

Task I

- Read aloud for choral drill.

Task II Read together

- Read aloud along with your students in rhyming tone.

c. Work sheet No.2

- Follow the procedure of the **Worksheet.**

6. Follow up: "Write two words for each blend **bl, cl, pl** (Total 6 words).

Free Writing ------------------- (5 Mins.)

Level: 2 **Term: 3** **Week: 2** **Day: 2**	**Lesson Plan**	**Communication**

1. **Objectives:** The learners will be able to:
   - talk about their time table
   - talk about this routine
2. **Function:** Talking about time table
3. **Activity:** Listening and gap filling
4. **Material:** Worksheet (**This is Azra's time table**)

5. Procedure:

a. Presentation.

Talk about their own subjects and Timetable.
Tell them what they are going to do.

b. Worksheet. (This is Azra's Timetable)

Distribute worksheet. Students will listen and write the names of subjects in the boxes according to the time- table after listening. Explain the task and read the following text aloud for listening.

c. Peer checking and Feed back.

- Ask the questions in the following pattern:
  1. **Does Azra have Urdu on Saturday?**
  2. **How many times does she have Urdu in a week?**
  3. **At what time does she have Urdu on Saturday?**
- Form questions on each subject, its time and day and ask as many questions as you can. You should also ask some wrong questions for the practice of **doesn't**.

6. Follow up: Draw your own time table like Azra's".

Listening text

On Saturday, Azra has Urdu at eight O'clock and Islamiat at ten O'clock. On Sunday she has Urdu at nine O'clock and English at eleven O'clock. On Monday she has English at eight O'clock and Social studies at eleven O'clock. On Tuesday she has Islamiat at nine O'clock and Mathematics at ten O'clock. On Wednesday she has Science at eight O'clock and English at nine O'clock. On Thursday she has Social Studies at nine O'clock and Mathematics at eleven O'clock.

Level: 2 **Term: 3** **Week: 2** **Day: 3**	**Lesson Plan**	**Writing**

1. Objectives: The learners will be able to:

- Choose the words and construct sentences.
- Write meaningful sentences.

2. Function: Understanding the structure of a sentence – focus on subject and predicate.

3. Activity: Substitution Table

4. Material: Worksheet **(Making sentences)**

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5. Procedure:

a. Pre-writing

- Distribute worksheets.
- Explain the task properly.
- Ask them to read the words of the sentences and explain how the words make sense. Explain the role of subject and predicate, by giving examples.
- Write examples on the board.

b. Worksheet (Pair work)

- Explain the Task properly Working on the worksheet

Peer checking and Feedback

c. Class work

Ess. English p # 34 in book only.

- Ask them to copy sentences from the worksheet in their classwork copies.

6. Follow up: Repeat Task C

Level: 2 **Term: 3** **Week: 2** **Day: 4**	**Lesson Plan**	**Writing**

1. Objectives: To enable the learners to:
- develop the sense of alphabetical order

2. Function: learning to read a dictionary

3. Activity: Word Order

4. Material: Worksheet **(Study Skill)**

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5. Procedure

a. Pre- Writing

Write any five words on the board and ask them to give number according to alphabetical order.

b. Worksheet

- Distribute worksheet
- Read the topics
- Ask them to read all the words aloud
- Help them to do task A
- Rest of the work will be done in pairs

Peer checking and feedback

6. Follow Up: Ask them to choose own word from each box and write them all in alphabetical order

Free writing --------------------- (5 Mins.)

Level 2
Term 3
Week 2
Day 5

Lesson Plan

Assessment 1:

Task 1: Tick the sentences that have sensible endings.

- She is a beautiful girl.
- My teacher said.
- The cat ran after the mouse.
- The balloon.

Task 2: Write two words with the following:

- Bl
- Cl

Task 3: Put the following in alphabetical order.

- Tiger, rabbit, sheep
-
- Canada, Pakistan, Denmark
-

Task 4: Circle the words that produce soft 'g' sound

- Giant
- Goat
- Giraffe
- Goose

Task 5: Fill the gaps with the given words.
Giant, children, birds

- The ________ used to play in the garden.
- The ________ had a lovely garden.

Level 2 Term 3 Week 3	Lesson Plan

Communication	Reading	Writing	Assessment
• Blends "fl , gl, sl"	• Text Hospitals Moving on	• Starting point Study skills • Rhyming words • 'Opposites • Conjunctions 'and' or 'but'	None

Level 2 **Term 3** **Week 3** **Day 1**	**Lesson Plan**

Objective: The learners will be able to

- Know the different jobs of people in a hospital
- To get information about hospital.

Skill: Reading Comprehension

Topic: Hospital

Material: Essential English text page 44

Pre-Reading:

- Distribute the books
- Write the following on the board
- Look at the picture and guess
- Is it a bank/a home/a hospital?
- Guess who is patient and who is doctor?

Reading Comprehension:
Ask Students to read the first paragraph about hospital. Then teacher will ask true/false about it. In the same way ask Students to read all the paragraphs and ask Students blanks. Question/Answer

Moving on: After finishing the reading asks questions from 'Moving on' on page 45.

Feed back:
Follow up: Write three sentences on hospital.

Level 2
Term 3
Week 3
Day 2

Lesson Plan

Objective: (Task 1 page 44)
The learners will be able to complete the sentences with sensible endings.

Material: Essential English, copy, pencil

Function: Reading the text

Activity: Written work

Warm up Q/A: Ask different questions about hospital from Students.

Written work: Teacher will write the 'Starting point' on the board and Students will copy.

Objective: (Task page 45)
The learners will be able to
- Differentiate between fiction and non-fiction books.
- Read the title and name of the author/writer.

Material: Essential English, story + information book

Presentation: Teacher will show a story and information book to Students and ask the following questions.
- Difference between the two book
- Titles and authors of the books.

Explanation: Now teacher will explain about author, title, story book, information book.

Essential English: page 45
Distribute the books. Ask them to observe the pictures and then write answer in the book only.

Pair works:
Feed Back: Teacher will ask the questions from the book and Students will answer.

Level: 2 Term: 3 Week: 3 Day: 3	Lesson Plan	Communication

1. **Objectives:** The learners will be able to:
   - Recognize the consonant blends **fl, gl, sl.**
2. **Function:** Practising the sounds of consonant blends
3. **Activity:** Reading aloud, finding the sounds
4. **Material:** Worksheet No. 1 **(Reading Aloud), worksheet No. 2 (blends fl, gl, sl)**

5. **Procedure:**

a. - Explain the concept of blends.
   Write the blends on the board and give example of the words, which began with those particular blends.

b. **Work sheet No. 1**

   Work sheet No. 2

6. **Follow up:** "Write Two rhyming words for each consonant blend – **fl** – **gl** – sl.

Free Writing ------------------- (5 Mins.)

Level: 2 **Term:** 3 **Week:** 3 **Day:** 4	**Lesson Plan**	**Writing**

1. **Objectives:** The learners will be able to:
   - Select rhyming words.
   - Write the lines of a poem.
2. **Function:** Recognizing the rhyming sentences
3. **Activity:** Poem writing
4. **Material:** Worksheet (**Make a poem)**

5. **Procedure:**

a. Preparation

Explain to them that they can write a poem if they use the rhyming words

b. Worksheet (Pair Work)

- Follow the given procedure.
- **Peer checking and Feed back.**

c. Class work copy (Pair work)

- Ask them to write another poem in their class work copy. Ask them to give heading to their poem. The first letter of each line comes capital in a poem.
- Take feedback from each pair

Do Ess. English p # 38 task 2 in book only

6. **Follow up:** "Repeat C "

Free Writing ---------------- (5 Mins.)

Level 2
Term 3
Week 3
Day 5

Lesson Plan

Objective: (Task 1)
The learners will be able to understand the concept of opposites.

Activity: Completing the sentences

Material: Essential English + copy

Presentation: Call two Students in front of the class (one is tall and other is short) Ask Students to differentiate between the two.

Essential English: page 47
Written work: Distribute the books help Students in filling the blanks in the book. Then in class work copy.

Objective 2: (Task 2),
The learners will be able to understand the meaning of conjunctions

Activity: Joining the sentences with 'and' or 'but'

Presentation: Teacher will write

- Two sentences on the board and ask Students that they hav to add 'add'
- In the same way teacher will write two sentences which are joined by using 'but' and tell the difference between 'and' and 'but'

Written work: Do task 2 in book only.

Follow up: Write two sentence which are joined by using 'and' and two sentences by 'but'

Level 2 Term 3 Week 4	Lesson Plan

Communication	Reading	Writing	Assessment
• Listening comprehension "Kovic family" • Blends "pr, br and dr"	None	• Sequencing and ordering the events Biff's carpet. • Compound words "ay" and "al" words	Yes

Level: 2 **Term: 3** **Week: 4** **Day: 1**	**Lesson Plan**	**Writing**

1. **Objectives:** The learners will be able to:
   - Understand the sequence of a story.
   - Write the events in order

2. **Function:** Describing an event.

3. **Activity:** Sequencing and ordering the events, vocabulary building

4. **Material:** Worksheet (**Biff's Carpet**)

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5. **Procedure:**

a. Preparation

- Tell them that this is a story of Biff's carpet but it is written in wrong order. Ask them to read the sentences under the pictures.
- Distribute the worksheet and ask your learners to write them in the right order to make a sensible story.

- **Peer checking feedback.**

b. Pair Work

- Ask them to underline the describing words (Adjectives) and write them under the story.

Do Ess. English page # 49 in C.W copy.

6. **Follow up:** "Rewrite the sentences in your H/Work copy"

Free Writing --------------- (5 Mins.)

Level: 2 **Term: 3** **Week: 4** **Day: 2**	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- listen and understand the text
- listen and follow

2. Function: Describing person

3. Activity: Labelling

4. Material: Worksheet **(The Kovic Family)**

5. Procedure

a. Pre Listening

Distribute the worksheets and prepare your learners for listening.

b. 1st Listening

Read the text aloud in a very comfortable speed (not very slow) and ask the learners to write the names of persons (only) at the worksheet page against each person when they are listening.

c. 2nd Listening.

Read the text again and ask the learners to write the age of the person under his/her name.

d. 3rd Listening

Read out for the third time and tell them to listen attentively because they are going to answer the questions when listening is over.

How many children do they have?

1. **Who is the youngest one?**
2. **Who is the eldest one?**
3. **Who is not happy?**
4. **Who has a bicycle?**

Peer checking and Feedback follows each task

:. Oral Work

Ask them to look at the picture and say few sentences about it.

ɔ. Follow Up: Student will be asked to write few lines about the Kovic Family

Listening Text

This is a picture of the Kovic family. There are four children in this family.

The boys are Jack and Mike and they are fourteen and twelve year's old.

Jack is on his bicycle. They have two sisters. One is Linda who is sixteen years old. Mary is the youngest and she is ten years old. Mary is not happy in this picture. There are some books in her hands. Their father, Mr. Kovic is forty-four years old and Mrs. Kovic is forty.

This is a happy family.

Level 2 **Term 3** **Week 4** **Day 3**	**Lesson Plan**	

Objective: Task 1
The learners will be able to that longer word can be made from two smaller words.

Function: Joining two smaller words

Activity: Matching

Material: Essential English, class work copy

Presentation: Teacher will write the

- Word "class-room" on the board and ask Students to pronounce the word in parts.
- Then elicit more words from Students & write on the board.

Essential English: page 46 (Task 1)
Distribute the book and match the column in book only.

Objective 2: (Task 2)
The learners will be able to understand where 'ay' and 'ai' is placed in the words.

Function: Putting 'ai' and 'ay' to complete the words.

Activity: Writing the meanings

Material: Essential English, copy, pencil

Essential English: page 46
Help Students to complete the words and the meanings of sentences in the books first and then in class work copy.

Level: 2 **Term: 3** **Week: 4** **Day:** 4	**Lesson Plan**	**Communication**

1. **Objectives:** The learners will be able to:
   - Recognize the consonant blends **pr, br, dr.**
   - Pronounce the blends properly
2. **Function:** Practising the consonant blend sounds
3. **Activity:** Drill, Spy Game.
4. **Material:** Worksheet. **(Blends pr, br, dr.)**

5. **Procedure:**

a. Write the consonant blends on the board along with examples and give them choral drill. Take more words for the students, if they can.

pr	br	dr
pram	broom	drum
prep	bread	drink
pray	brush	drop
praise	brick	dry
print	bride	dream

b. Work sheet

Follow the instructions of the work sheet.

c. Word Spy Game.

- Clear the board before starting the game. Ask the students to sit in pairs.
- Explain how the game will be played. Tell them not to worry about spellings. It can be done after the game. If you feel that your students would not be able to write words then they can play it orally.

Procedure

1. Students take out their class work copies.
2. You say, e.g. Spy – something that begins with pr.
3. And the students write the rhyming words on their copies. Spend only half minutes on each word.
4. Repeat two or three times for each blend.

d. Feed back.

Ask them to raise their hands who have written words. The winners will stand up and others will give clap him / her.

5. **Follow up:** Students will rewrite two words for each blend.

Free Writing ---------------- (5 Mins.)

Level 2
Term 3
Week 4
Day 5

Lesson Plan

Task 1: Complete the sentences

- A hospital is where you go
-
- People who stay in hospital
-

Task 2: Finish the sentences using opposites.

- A rock is ______ but a pillow is
- A fire is ______ but ice is

Task 3: Complete the words with 'ay' or 'ai'

- Tr ___ n
- P ___
- Yesterd ___
- Afr ___ d

Task 4: Match the columns:

Column A	Column B
In	low
Up	side
Some	stair
Be	time

Task 5: Write two words that begin with each:

- Fl
- Gl

Level 2
Term 3
Week 5

Lesson Plan

Communication	Reading	Writing	Assessment
• Dialogue practice asking for help and identifying problems. • Blends "Sn, sc and sw"	None	• Write and draw "What is missing" • Identifying questions • Questions 'writing questions	None

Level: 2 **Term: 3** **Week: 5** **Day: 2**	**Lesson Plan**	**Communication**

1. **Objectives:** The learners will be able to:
   - seek help for their problem
   - make request
2. **Function:** Asking for help and identifying problems
3. **Activity:** Dialogue practice
4. **Material:** None

5. Procedure

a. Presentation.

Classroom. **Teacher**

Roughly draw a sketch of a classroom on the board.

- Ask your students what they will say if they need some help from their Teacher.
- Listen what they say (In any language) and then write the dialogue under the boxes of Teacher (Tr.) and Classroom.

St. **Excuse me, Sir.**
Tr. **Yes, Akbar.**

St. **Please help me, Sir. This is a very difficult question.**
Tr. **Yes, it is. I'll tell you right now.**

b. Practice.

1. Say Akbar's dialogue and the class repeats after you and then say Teacher's dialogue and the class repeats. (Many times)
2. Now the class says Akbar's dialogue and you say your own.
3. Then you say Akbar's lines and the class repeats yours.
4. Divide the class into two Sections/Groups. Group one says Akbar's line and Group two repeats teacher's lines. Then exchange the turn.
5. **Role-play. (Further practice)**
   You provide a new situation at the board and call a pair to say the dialogue of Akbar and Teacher. The teacher will use the real name of the student and will talk about the new situation, using the given dialogues.

Situations:

'This is a difficult word.'
difficult sum.'
difficult sentence.'
difficult exercise.'

Note: Remember to use contraction and intonation. Highlight the words which require rising tone (Stress) in a sentence

Level: 2 **Term:** 3 **Week:** 5 **Day:** 3	**Lesson Plan**	**Writing**

1. **Objectives:** The learners will be able to:
   - Identify between questions and statements.
   - Write the answer of the question.

2. **Function:** Identifying questions.

3. **Activity:** Worksheet task.

4. **Material:** Worksheet.(**Question marks)**

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5. **Procedure:**

a. Presentation

Explain the difference of question and statement by the help of writing question and statement and putting question mark (**?**) and full stop (**.**).

b. Worksheet (Pair work)

Do as directed on the work sheet.

Task 1:

Task 2:

Peer checking feed back follows each task.

c. Class work

Ask them to copy the questions and their answers on their C/Work copies.

Do Ess.English p # 43 task 2 in C.W copy.

6. **Follow up:** "Repeat Task 2

Free Writing ----------- (5 Mins.)

DAY 4 :

* Same objective :
* Do Ess. Eng page # 48 task 1 in C.W copy and task 2 in book only.

Level: 2
Term: 3
Week: 5
Day: 5

Lesson Plan **Communication**

1. **Objectives:** The learners will be able to:
   - Recognize the consonant blends **sm, sc, sn, sw.**
   - Practise the correct pronunciation
2. **Function:** Practising the sounds
3. **Activity:** Phonics tasks
4. **Material:** Work sheet.(**Blends – sm, sc, sn, sw**)

5. **Procedure:**

a. **Introduction**

- Write the blends with example words on the board.

sm = smile

sc = scarf

sn = snake

sw = swing

- Add some more in the list and ask from the learners.
- Read aloud for drill.

b. **Work sheet**

- Talk about the pictures of each box and ask your learners to label each picture (Write the name of each picture)
- Work according to the instructions of the worksheet.

c. **Class work**

- Ask them to copy the words from work sheet in their C/Work copies.

6. **Follow up:** Copy Task – C - in H/Work copies.

Free writing ----------------- (5 Mins.)

Level 2
Term 3
Week 6

Lesson Plan

Communication	Reading	Writing	Assessment
• Listening and grid filling. Introducing some one program "who am i?' • The listening a story "The loin and the mouse" • Hard and soft sound of 'C'	None	None	Yes

Level: 2 **Term: 3** **Week: 6** **Day: 1**	**Lesson Plan**	**Communication**

1. Objectives:

The learners will be able to:

- listen and understand
- listen and write

2. Function:

Introducing some one

3. Activity:

Listening and Grid filling

4. Material:

Worksheet **(Who am I)**

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5. Procedure:

a. Presentation:

- Explain to your learners that this is an introduction program '**Who Am I?**' They will listen about many speakers and their introductions. First they will only write the number of each speaker and his/her name on the worksheet. In second round they will write the age of the speaker and the place where he/she is from.
- In order to make the task easier, read only from No. 1 to No. 5.Go to the first round and second rounds. When feed back is over, then read again from No. 6 to No. 10 and follow the same procedure in the first and second round of listening.

(Listening Text _____ on the next page)

b. First listening

- Distribute the Worksheets. Read the text from No. 1 to No.5 in a reasonable speed.
- Explain to them that they will only fill up the column No.1 and No. 2
- **Feed back:** Take feed back after the introduction of each speaker.

e.g : **Who is No. ______?**
What is the name of No. _____ ?

c. Second listening

- Ask them to listen again and write the age of each speaker and the place where he/she is from. (column No.3 and 4)
- **Peer checking and feed back.**

Take feed back and ask the following questions.

Where is she/he from? **What is her/ his age?**

5. Follow up:

"Introduce two friends of yours and write two or three lines for each"

W: 6
D: 1

Listening text

(Program: Who Am I?)

1. Hello, welcome to "Who am I" program. I am your first speaker. My name is **Uzma**. I'm from Lahore and I am fifteen years old.

2. Hello, welcome to "Who am I" program. I am your second speaker. I'm **Waqas**. I'm from Abbottabad and I am ten years old.

3. Hello, welcome to "Who am I" program. I am your third speaker. I am **Talal**. I am nine years old. I am from Islamabad.

4. Hello, welcome to "Who am I" program. I am your fourth speaker. I am **Nabila**. I am from Balakot. I am twelve years old.

5. Hello, welcome to "Who am I" program. I am your fifth speaker. My name is **Hira** and I am from Karachi. I am ten years old.

6. Hello, welcome to "Who am I" program. I am your sixth speaker. I am **Nauman**. I am from Haripur. I am eight years old.

7. Hello, welcome to "Who am I" program. I am your seventh speaker. My name is **Talha.** I am from Peshawar. I am eleven years old.

8. Hello, welcome to "Who am I" program. I am your eighth speaker. My name is **Saiqa**. I am from Kohat and I am seven years old.

9. Hello, welcome to "Who am I" program. I am your ninth speaker. I am **Rani**. I am form Rawalpindi. I am ten years old.

10. Hello, welcome to "Who am I" program. I am your tenth speaker. I am **Rehan**. I am from Sawat. I am twelve years old.

Level: 2 **Term: 3** **Week: 6** **Day: 2**	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:

- Recognize the consonant blends **pr, br, dr.**
- Pronounce the blends properly

2. Function: Practising the consonant blend sounds

3. Activity: Drill, Spy Game.

4. Material: Worksheet. **(Blends pr, br, dr.)**

5. Procedure:

a. Write the consonant blends on the board along with examples and give them choral drill. Take more words for the students, if they can.

pr	br	dr
pram	broom	drum
prep	bread	drink
pray	brush	drop
praise	brick	dry
print	bride	dream

b. Work sheet

Follow the instructions of the work sheet.

c. Word Spy Game.

- Clear the board before starting the game. Ask the students to sit in pairs.
- Explain how the game will be played. Tell them not to worry about spellings. It can be done after the game. If you feel that your students would not be able to write words then they can play it orally.

Procedure

1. Students take out their class work copies.
2. You say, e.g. Spy – something that begins with pr.
3. And the students write the rhyming words on their copies. Spend only half minutes on each word.
4. Repeat two or three times for each blend.

d. Feed back.

Ask them to raise their hands who have written words. The winners will stand up and others will give clap him / her.

5. Follow up: Students will rewrite two words for each blend.

Free Writing ---------------- (5 Mins.)

Level: 2 **Term: 3** **Week:** 6 **Day:** 3	**Lesson Plan**	**Communication**

1. Objectives:

The learners will be able to:

- follow the sequence of events
- listen and understand the story of a loin (lion) and the mouse

2. Function:
Understanding the events of the a story

3. Activity:
Story listening

4. Material:
Worksheet **(The lion and the mouse)**

5. Procedure:

a. Introduction

- Talk about the Zoo animals – the strong animals, the small animals that have very sharp teeth – let the learners guess themselves about the strongest and the smallest animals. Make two columns.

b. Worksheet

- Distribute worksheet and explain the procedure.

(Listening text --- on the next page)

First listening:

- You read the story aloud and they will only listen and do nothing on the worksheet.
- When listening is over, ask them, simple questions, such as, **"What is it about?"**
- Now write the topic of the story on the board and ask them to write on their worksheets.

Second listening:

Task: True and False

Third listening

- They will listen with attention and give number on the line according to the events of story. Ask them to give numbers of the events while they are listening.
- **Peer checking Feed back.**

c. Feed back

- Ask one of them to read out the story aloud from the Task 3 on the worksheet according to the events.

d. Re- Telling

- Ask them to retell the story of lion and the mouse in their own words.

6. Follow up:
"Student will write the story of lion and mouse in their H/Work copies"

N: 6
D: 3

Listening Text

The lion and the Mouse.

A lion was sleeping outside his den when a mouse ran over the mighty beast's nose and woke him. The lion clapped his paw upon the mouse and was about to eat him; but the mouse begged the lion to spare his life and promised one day to pay him back for his kindness. So the lion let the mouse go. Some time later, the lion found himself caught in a hunter's trap. He tried to free himself but could not do so, his roared through the forest and the mouse came running to see what was happening. He set to work to nibble through the net and in a short time he was able to set free. In this way he repaid the lion's help and kindness.

Level: 2
Term: 3
Week: 6
Day: 4

Lesson Plan **Communication**

1. Objectives:

The learners will be able to:

- recognize letter **C** and its two different sounds
- compare the hard and soft sound of C as K in cat and S in circle.

2. Function:
Learning the sounds and pronouncing properly

3. Activity:
Phonics Tasks

4. Material:
Worksheet **(Hard and soft C)**

5. Procedure

a. Presentation

- Write the letter "C" on the board along with two different examples Cat, Circle
- Draw and pronounce.
- Tell the learners to read aloud.
- Explain that letter C has two different sounds.
- Add more examples words under each word and give practice to he students

C

<u>Cat</u>   <u>Circle</u>
K   C

b. Worksheet

- Give them the worksheets.
- Talk about each picture on the page and pronounce the name of each picture.
- Explain to them that when they listen the word which began with C sound, then draw a square around the words. When they here the word which began **S** sound then draw a circle around the words.

Peer Checking and feed back

c. Drill

- Take example words from the worksheet with the help of the learners and writ on the board under each sound
- Say each word aloud and clearly and the learners repeat in chorus. You can ask some more words from them and add up in the list.
- Give them some more choral drill.

d. Class work Copy

Now ask them to copy all the words in their C/work in two different columns.

6. Follow Up:
Ask them to repeat Task D in their home work copies.

Free Writing ------------------------ (5 Mins.)

After reading ask questions.
What she dropped? (2)

Level 2
Term 3
Week 6
Day 5

Lesson Plan

Assessment 3:

Task 1: Circle the adjectives:

- A small baby
- A huge bear
- A lovely flower
- New shoes

Task 2: Write the questions of the following answers:

- ________________________
- I am eight years old.
- ________________________
- Art is my favorite subject.

Task 3: Write two words that begin with each:

- Sn ____________, ____________
- Sw ____________, ____________

Task 4: True or false:

- The mouse woke up the loin. [T F]
- A loin was walking outside his den. [T F]
- A mouse found himself, caught in a hunter trap. [T F]
- The loin let the mouse to go. [T F]

Level 2
Term 3
Week 7

Lesson Plan

Communication	Reading	Writing	Assessment
• Blend review bl, dr, sk, sn, • Expressing ability and inability • Blends fr, gr, tr and cr	• Text "In the play ground"	• "ame' , ide and ope words • Adjectives	None

Level: 2 **Term: 3** **Week: 7** **Day: 1**	**Lesson Plan**	**Communication**

1. **Objectives:** The learners will be able to:
   - practice with sounds of blends.
   - Pronounce the consents blend bl, dr, sk, sn
2. **Function:** Practicing the blend
3. **Activity:** Phonic Task
4. **Material:** Worksheet (**Blend review**)

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5. Procedure:

a. Write the following blends on the board.

bl dr sk sn

- Explain that:

> **The two consonant letters combine and give a combined sound, which we say, <u>blend.</u>**

- Ask them to give you some words, which begin with these blends. Help them in recalling the words.
- Add up more words into the list. Write them on the board and give them a drill.

bl :	**blow**	**bloom**	**block**	**blunt**
dr :	**drip**	**drop**	**drag**	**drink**
sk :	**skirt**	**skim**	**sky**	**skip**
sn :	**snail**	**snout**	**snow**	**snake**

b. Worksheet

Task I: Help them to read the names of the pictures. Ask them to colour the pictures in each row that begins with the blend in the box.

Task II: Ask about the names of other pictures and tell them to write only the blend under each picture.

Task III: They should color the other picture with different colors – but the words beginning with the given blends will have the same color.

6. Follow Up:
Ask them to write three words for each blends.

Free Writing ----------------- (5 Mins.)

Level: 2 **Term: 3** **Week: 7** **Day: 2**	Lesson Plan	**Communication**

1. **Objectives:** The learners will be able to:
   - Express ability and inability.

2. **Function:** Expressing ability and inability
3. **Activity:** Ask and Answer
4. **Material:** Work sheet (**Alike and Different**)

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5. **Procedure:**

a. **Presentation**

- Ask your learners to tell you about the things they can do and also the things or work they can not do. First give them your own personal examples and write on the board.

  e.g. **I can write but I can't paint well.**
  I can walk but I can't dance.

- Take some more examples from yours students

b. Ask them to think about animals and birds. Ask the following questions and students will give answers and using short responses. Write the following on the board

- Can a fish swim?	**------ Can a fish fly?**		**- Yes, it can.**
- Can a horse run?	**------ Can a horse fly?**		
- Ca n a dog fly?	**------ Can a dog run?**		**- No, it can't.**
- Can a bird fly?	**------ Can a bird swim?**		

c. **Worksheet (Alike and Different)**

- Follow the instructions on the worksheet.
- Take feedback orally from everyone for each word in the box. Each child will say two sentences, one for **can** and one for **can't** from the worksheet Help them in saying as many sentences as they can.

d. **Consolidation**

Ask them to write four sentences about:

1. A bird can _______.
2. A bird can't ______.

6. **Follow up:** Repeat Task D

Level: 2
Term: 3 **lesson Plan** **Reading**
Week: 7
Dav: 3

1. **Objectives:** The learners will be able to:
   - Read and understand the text
   - Skim and scam
2. **Skills:** Reading Comprehension (Reading Silently).
3. **Topic:** "In the playground"
4. **Material:** Text page **(In the play ground)**, worksheet.

Procedure:

Pre – reading.

Ask the following questions.

1. Where do you play in school?
2. What games do you play in the playground?
3. Which game do you like to play?

Text page.

- Talk about the picture and ask few questions.
  Ask your learners to underline the names of children given in the text and. label the names on the picture.

ading comprehension (Worksheet)

Now distribute the worksheets and ask them to do the task one at a time.

ɜer checking and feedback follows each task.

ask A

ask B

ask C

ıllow up: "Repeat **Task A** in your H/Work copies"

L: 2
T: 3
W: 7
D: 4

bjective: The learners will be able to
- know concept of adjectives
- catagörize the words in the correct columns.

kill: Writing

ctivity: Finding the words

aterial: Ess. Eng, C.W copy, pencil

ROCEDURE:

TASK 1:

T will write the following words on the board (ame, ide, ope) and ask SS to make some words that end with these words.

FINDING Words:

Now ask SS to open Ess. Eng p # 38 and do task 1 in the book only.

TASK 2 (ADJECTIVES)

Now ask SS to go on p # 39 and discuss and describe the picture to each other in pairs.

fter discussion T will give them the concept f adjectives along with the examples on the oard.

ritten work:

Do task 1 p # 39 in C.W copy.

Level: 2 Term: 3 Week: 7 Day: 5	Lesson Plan	Communication

1. **Objectives:** The learners will be able to:
   - Recognize the consonant blend **fr, gr, tr, cr.**
   - Practise the pronunciation .
2. **Function:** Practising the sounds.
3. **Activity:** Drill, Reading aloud.
4. **Material:** Work sheet No. 1, **(Reading text on consonant blends)**
   Worksheet No. 2 **(Blends – fr, gr, tr,cr.)**

Procedure:

a. Presentation

- Write the consonant blends with examples on the board.

fr = frog
gr = grapes
tr = train
cr = crown

- Pronounce properly and give drill.
- Ask them to add more examples and give another drill.

b. Reading text on consonant blends.

- Distribute the reading text.
- Read Aloud. Follow the procedure

Task: 1 You read the text first and the class listens.
Task: 2 Class reads in chorus
Task: 3 Copy the words which begin with **fr**- blend

c. Worksheet No. 2

Follow the procedure.

Peer checking and feed back.

5. **Follow up:**
   Ask them to write **fr** words, as many as they remember.

Level 2 Term 3 Week 8	Lesson Plan

Communication	Reading	Writing	Assessment
None	• Text "Thing to do at home"	• Essay writing "Mother" • Describing a person "about a friend" • Describing 'people' and 'creatures'	Yes

Level: 2
Term: 3
Week: 8
Day: 2

Lesson Plan

Reading

1. **Objectives:** The learners will be able to:
   - read the text with comprehension.
   - skim and scan.
2. **Skill:** Reading Comprehension (Silently)
3. **Topic:** 'Things to Do at Home'
4. **Material:** Text page (**Things to do at home**), Worksheet.

5. Procedure:

a. Pre – reading

- Distribute the text page.
- Write the following on the board and ask them to:
- Look at the picture and guess.
  Is it an office?
  Is it a classroom?
  Is it a Home?
- Check how many persons are there.
- Guess who are parents and who are others.
- Label the names.

b. Reading Comprehension

Distribute worksheet and ask them to read attentively for each task. Ask them to do one task at a time. Peer checking and feed back follows each task.

Worksheet.

Task A

Task B

Task C

6. Follow up: "Repeat **Task C** in your H/Work copy"

Level: 2 **Term: 3** **Week: 8** **Dav 2-3**	**Lesson Plan**	**Writing**

1. **Objectives:** The learners will be able to:
   - describe a person
   - write descriptive sentences about a friend.
2. **Function:** Describing a person.
3. **Activity:** Interviewing and writing a description.
4. **Material:** Worksheet (**Friends**)

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5. Procedure:

a. Pre- Writing

- Prepare your class that they are going to write about their friends.

b. Worksheet.

Follow the procedure as given in the worksheet

Task 1: Ask them to choose a friend and think about him or her. Write the answer of the questions

Task 2: Pair Work

Ask them to sit with his / her friend, about whom they had written in the task No. 1. Ask the questions of this task from yours friend and write the answers.

Task 3: Ask them to write their opinions about his / her friend

c. Feed back

Take feed back from various students and listen what they have written about their friends

d. Re-Writing

After peer checking ask them to re write a full description of their friends in their class work copies.

6. Follow Up: Repeat Task D

ay 4

Same objective

Do Ess. Eng page # 41 task 1 & 2 in C.W copy